

## Student Writing Assignments.

Goal is to form statements using ordinary English that accurately present the reality.

### BACKGROUND:

#### Students have problems describing rates and percentages:

Read *Statistical Literacy Survey Analysis* by Schield, 2006 ICOTS-7

Available at: [www.StatLit.org/pdf/2006SchieldICOTS.pdf](http://www.StatLit.org/pdf/2006SchieldICOTS.pdf)

#### Students need instructions in describing and comparing rates and percentages.

Read *Statistical Literacy: Describing and Comparing Rates and Percentages* by Schield (2000)

Available at: [www.StatLit.org/pdf/2000SchieldASA.pdf](http://www.StatLit.org/pdf/2000SchieldASA.pdf)

#### Students need instructions in reading tables containing rates and percentages.

Read *Statistical Literacy: Reading Tables of Rates and Percentages* by Schield.

Available at: [www.StatLit.org/pdf/2001SchieldASA.pdf](http://www.StatLit.org/pdf/2001SchieldASA.pdf)

Read *An introduction to a web-based statement validator for rates and percentages* by Burnham and Schield. Available at: [www.StatLit.org/pdf/2006BurnhamSchieldIASSIST.pdf](http://www.StatLit.org/pdf/2006BurnhamSchieldIASSIST.pdf)

Use the web-based statement evaluator at [www.StatLit.org/GC/](http://www.StatLit.org/GC/)

### Statements as Inputs:

1. Given a description of rate/percentage, translate it from one grammar to another.
2. Given descriptions of two rates/percentages, compare\* using rate/percentage/likely grammar.
3. Given a comparison of two rates/percentages, translate from one grammar to another.

### Graphs/tables as inputs.

4. Describe the circled rate/percentage in a graph or table using rate/percentage/% of grammar.
5. Compare\* circled rates/percentages in a graph/table using rate/percentage/likely grammar.

\* Comparisons can be “simple difference”, “Times as”, “% more” or “times more.”